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ABSTRACT

This paper briefly explains the model used by the Eastern Regional Institute for Education in the selection and augmentation of process-promoting curricula. A schematic representation of the model provides a general view of the procedures involved and their sequence within the model. The model is then analyzed by examining each particular stage and the steps necessary for the successful completion of that stage. (Author)

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ERIE'S MODEL FOR SELECTION AND AUGMENTATION OF PROCESS CURRICULA

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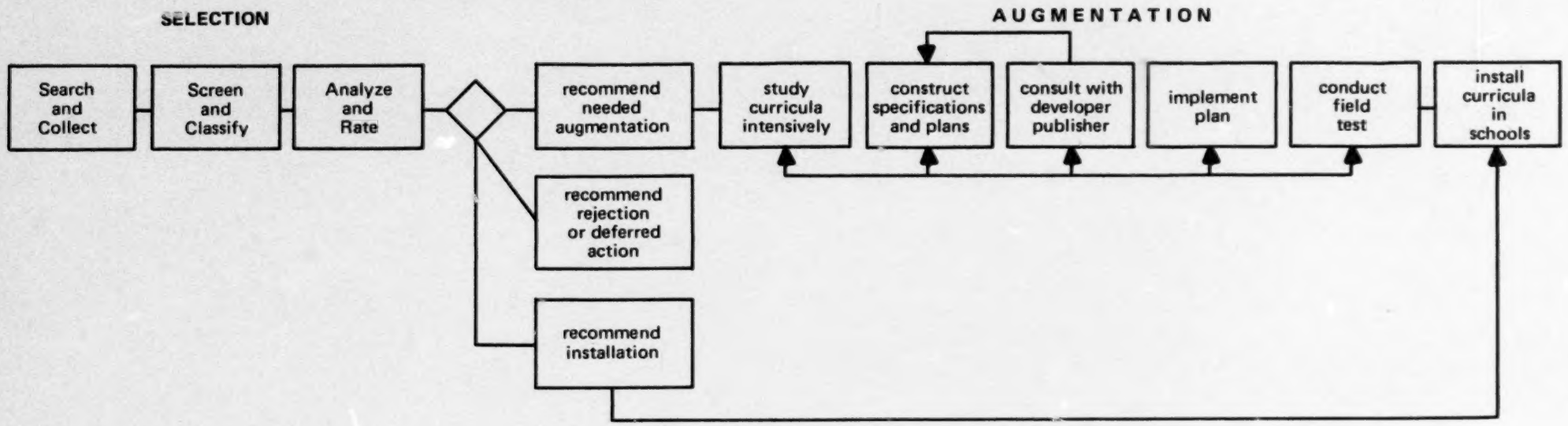
INTRODUCTION

This document briefly explains the model used by the Eastern Regional Institute for Education (ERIE) in the selection and augmentation of process-promoting curricula. A schematic representation of the model provides a general view of the procedures involved and their sequence within the model. The model is then analyzed by examining each particular stage and the steps necessary for the successful completion of that stage.

Basically, the model consists of two phases, selection and augmentation. A key decision point serves as a link to connect the phases. Four alternatives exist at this decision point: A program may be 1) ready for installation; 2) rejected; 3) held for future action; or 4) submitted for augmentation. In a case where the program does not meet ERIE's criteria, the Institute embarks on the augmentation phase of the model which essentially involves development activities. ERIE's goal is to produce a few examples of carefully augmented curricula and a set of procedures which may be used by other curriculum developers and change agencies to increase the effectiveness of instructional materials designed to promote the goals of process education.

EASTERN REGIONAL INSTITUTE FOR EDUCATION

ERIE's Model for Selection and Augmentation



GIVEN: Rationale, justifications, assumptions, objectives and definitions of process education

Search and Collect

HOW

- Passive Search

  review: literature, documents, listings of instructional material, etc.

- Active Search

  contact: individuals, publishers, clearing houses, various agencies, by letter and telephone

RESULTS **Material for analysis**

GIVEN: Material for analysis

Screen and Classify

HOW

- Identify minimum curricular requirements to be used as a general selector mechanism. For example:
  - availability
  - grade level
- Determine specific aspects and requirements necessary for identification and selection of exemplary process curricula. For example:
  - stated objectives
  - psychological basis
  - plan for evaluation

RESULTS **Potential process promoting curricula**

GIVEN: Potential process promoting curricula

Analyze and Rate

HOW

- Apply detailed criteria; consider practical criteria. For example:
  - cost
  - relevance to priority areas
  - teacher training requirements

- Rate curricula as having potential for installation.
  - construct summative reports
  - determine degree of readiness for installation

RESULTS **Recommendations for: Augmentation, deferred action or rejection, installation**

Alternative Decisions in ERIE's Model for Selection and Augmentation

Recommend Needed Augmentation

- Identify areas of the program which require augmentation before installation can be undertaken. The following examples of augmentation criterion may be considered:
    - clear statement of objectives
    - variety of refined instructional materials, methods, and organizational arrangements
    - reliable and valid measures of pupil proficiency
    - effective teacher education programs
    - evaluative data on effective utilization

Recommend Rejection or Deferred Action

- Reject on the basis of the detailed analysis, any curriculum which did not satisfy ERIE's needs. For example:
    - too broad for effective evaluation
    - too similar in content to other ERIE programs

- Defer further action on any curricula due to miscellaneous reasons:
    - limitations of time and resources

Recommend Installation

- Identify curricula having potential for articulation into an elementary school program without requiring augmentation.

GIVEN: A curriculum which has been recommended for augmentation in terms of one or more of the criteria

Study Curriculum Intensively

HOW

- Read carefully all of the pupil-teacher material which accompanies the curriculum.
- Analyze the instructional objectives of the curriculum.
- Study all curriculum support documentation.

RESULTS **Data required for construction of specifications for proposed augmentation(s)**

GIVEN: Data required for the construction of specifications for augmentation in terms of one or more criteria

Construct Specifications and Plans

HOW

- Specify what objectives, assessment procedures, teacher education materials are most appropriate for augmentation.
- Construct plan(s) for producing these augmentations.
- Estimate cost (financial and manpower) of implementing the plan.

RESULTS **Specifications, implementation plan, and cost estimates**

GIVEN: Specifications, implementation plan, and cost estimates for proposed augmentation(s)

Consult With Developer/Publisher

HOW

- Submit specifications, etc. to developer/publisher and discuss in detail.
- Recycle specifications, etc. as necessary to achieve agreement.
- Construct developmental plan and schedule.
- Negotiate working agreement with developer/publisher.

RESULTS **A plan, agreeable to all concerned parties, for the augmentation of the curriculum**

GIVEN: A plan for the augmentation of the curriculum

Implement the Plan

HOW

- Assign personnel to the various developmental tasks.
- Construct the agreed-upon components in collaboration with the developer/publisher.
- Recycle as necessary to achieve tentative agreement with developer/publisher.
- Construct field test plans in collaboration with developer/publisher.

RESULTS **Preliminary augmentation components, ready for field testing**

GIVEN: Preliminary augmentation components, ready for field testing

Conduct Field Test

HOW

- Negotiate field test agreements with schools/teachers.
- Prepare and distribute all necessary materials in accordance with field test schedule.
- Monitor trial of the augmented curriculum.
- Collect, process, and interpret field test data.
- Recycle as deemed appropriate.
- Copyright all unique components.
- Communicate data to all appropriate agencies/personnel.
- Plan dissemination strategies.

RESULTS **Augmented, field-tested curriculum**

GIVEN: An augmented, field-tested curriculum

Install Curriculum in Schools

HOW

- Publicize the availability of the augmented curriculum.
- Negotiate letters of agreement with appropriate school districts.
- Assure that appropriate teacher education program(s) are provided.
- Assure that all necessary curricular materials are provided, on time.
- Monitor installation progress.
- Collect, process, and interpret data on installation.
- Communicate data to all appropriate agencies/personnel.

RESULTS **Large-scale curricular installation**

INSTALLATION

ERIE defines installation as a subset of educational change involving a dynamic intervention and interaction of people and resources organized to introduce, utilize, diffuse, and maintain instructional programs designed to promote teacher and pupil behaviors congruent with the goals of process education.*

Central to the program activity at ERIE is the identification of variables affecting the successful installation of process curricula once these curricula have been installed. Implications based on this kind of research activity will prove to be highly significant for curriculum developers and change agencies concerned with the implementation of educational innovations. ERIE's commitment to successful installation has lead to the examination and development of various categories of change strategies designed to achieve the goals of process education in the schools.

*1970 *Basic Program Plan* prepared by ERIE for the Division of Educational Laboratories, Bureau of Research, United States Office of Education, September 15, 1970.